

Railroad Time Table.

CENTRAL VERMONT RAILROAD LINE.
Commencing on Monday, October 13th, 1879.

Trains Going North and East.
Leave Montpelier at 11:45 A. M., 1:30 P. M., and 3:30 P. M.

Portland Express. From Montpelier, arriving at Portland at 10:30 A. M., 1:30 P. M., and 3:30 P. M.

Mail Train. From Montpelier, arriving at Portland at 10:30 A. M., 1:30 P. M., and 3:30 P. M.

Trains Going South and West.
Leave Montpelier at 2:35 A. M., 8:45 A. M., 11:10 A. M., 1:30 P. M., 3:30 P. M., and 5:30 P. M.

Day Express. From Montpelier, arriving at Portland at 10:30 A. M., 1:30 P. M., and 3:30 P. M.

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New Advertisements.

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Educational Department.

Conducted by W. W. AINSWORTH, Calais, Vt.

THE WEDDING MISSION.
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Geography of Vermont.

That the greater part of people leave our common schools, and even the highest institutions of learning, knowing very little about the geography of their own state, is a lamentable fact.

As an illustration let us take an instance which came under our personal observation: A young lady was being examined for a certificate, and in the subject of geography observed the question, "How is Idaho bounded?" The superintendent drew his pencil through the word Idaho and in its place substituted the name of a town, adjoining that in which the lady had always resided. She returned her paper with the question unanswered, saying that she could bound Idaho but confessing her inability to bound the required town.

That this was not due to a lack of general knowledge on her part was amply shown by the high average of her certificate; and her failure to answer the question was only accounted for in the fact that she had probably not given the geography of her county any special study.

This is not by any means an isolated instance. What is true in this particular case is true of school children too generally. They may be able to locate and bound distant states or countries, but fall far short of locating or bounding correctly the counties, much less the towns, of their own state. This is due mainly to two causes: the want of good text-books on the subject, and a lack on the part of teachers to urge upon pupils the necessity of knowing something about localities near home.

A large number of our teachers, having never made the subject a special study, hesitate to teach it further than the various "Vermont editions" of geography and history. "Hall's Geography and History of Vermont" will guide them. With the hope of aiding inexperienced teachers in teaching Vermont geography, the following suggestions are ventured:

A good map for the pupil, and at least a fair knowledge of the subject on the part of the teacher, are the principal requisites for the successful carrying out of the plan. The first of these nearly all our geographers supply, and the second can be acquired by a little careful study. This need not prevent the teacher to the expense of making any great outlay for books, as the above-named Geography and a copy of "Walton's Vermont Gazetteer" are all we need.

Having the materials, let us suggest a few things about the way to be followed. First, let the teacher, in his own mind, make a plan, and then let the pupils follow it. The plan should be simple, and the way to be followed should be clear.

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